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CIC Meeting Consent Agenda

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June-7-17 RECOMMENDATIONS (CONSENT AGENDA)

OWG 3-7: Interdisciplinary Studies:

(reviewed & supported by Jean Bartels and Robert Smith):

- 1. Recommends that the New University implement GSU's degree structure, degree name(s), and program requirements for the Bachelor of Interdisciplinary Studies in both its online and seated iterations:**

The degree structure GA Southern uses will allow us to blend the programs offered on Armstrong's and GSU's campuses, and thereby multiply the number of concentrations available to students on all campuses. It also allows us to maintain the flexibility students selecting this major require to progress toward graduation. Further, it includes a credit-bearing capstone course, which the Armstrong Bachelor of Liberal Studies degree does not, but which has been identified through program assessment as being highly necessary.

- 2. Recommends that the New University integrate the course offerings in Gender and Women's Studies, African American and Africana Studies, and International Affairs and International Studies to streamline majors and minors in these duplicative areas:**

Given that these programs exist in similar iterations on both campuses, and given that the new IDS department will be substantially constructed around their student numbers and program offerings, streamlining their requirements and program offerings will multiply student curricular opportunities. Similarly, if we build a provision into the degree requirements for the Bachelor of Interdisciplinary Studies to include a major concentration (i.e. Gender and Women's Studies and Africana Studies) the degree designation will then solve the problem of certain "low producing" majors.

OWG 3-12: Education:

(reviewed & supported by Jean Bartels and Robert Smith):

- 1. Recommends adopting a draft BSEd in Elementary Education program, which will be a blend of current programs at both institutions, pending further curriculum development and review:**

The newly developed program will benefit from the strengths of both the Armstrong State and Georgia Southern Early Childhood programs to provide an enhanced learning experience for teacher candidates. The program name will be changed from Early Childhood Education to Elementary Education to help clarify program availability for transfer students, as well as align with the grade span designations in Georgia public schools. The degree program name change was approved through the University System of Georgia (USG) internal review process.

2. Recommends adopting a draft MAT in Elementary Education program, which will be a blend of current programs at both institutions, pending further curriculum development and review:

The newly developed program will benefit from the strengths of both the Armstrong State and Georgia Southern Early Childhood programs to provide an enhanced learning experience for teacher candidates. The program name will be changed from Early Childhood Education to Elementary Education to help clarify program availability for transfer students, as well as align with the grade span designations in Georgia public schools. The degree program name change was approved through the University System of Georgia (USG) internal review process.

3. Recommends adopting a draft MEd in Elementary Education program, which will be a blend of current programs at both institutions, pending further curriculum development and review:

The newly developed program will benefit from the strengths of both the Armstrong State and Georgia Southern Early Childhood programs to provide an enhanced learning experience for teacher candidates. The program name will be changed from Early Childhood Education to Elementary Education to help clarify program availability for transfer students, as well as align with the grade span designations in Georgia public schools. The degree program name change was approved through the University System of Georgia (USG) internal review process.

4. Recommends adopting a draft BSEd in Special Education program, which will be a blend of current programs at both institutions, pending further curriculum development and review:

The newly developed program will benefit from the strengths of both the Armstrong State and Georgia Southern Special Education programs to provide an enhanced learning experience for teacher candidates.

5. Recommends adopting a draft MAT in Special Education program, which will be a blend of current programs at both institutions, pending further curriculum development and review:

The newly developed program will benefit from the strengths of both the Armstrong State and Georgia Southern Special Education programs to provide an enhanced learning experience for teacher candidates.

6. Recommends adopting a draft MEd in Special Education programs, which are a blend of current programs at both institutions, pending further curriculum development and review:

Georgia Southern currently has two concentrations, General Curriculum and Adaptive Curriculum, while Armstrong currently has one concentration, Moderate to Severe. The

subgroup proposed two programs, a General Curriculum concentration with an embedded autism endorsement and an Adaptive Curriculum concentration with an embedded transition endorsement. The newly developed program will benefit from the strengths of both the Armstrong State and Georgia Southern Special Education programs to provide an enhanced learning experience for teacher candidates.

7. Recommends adopting a MAT in Secondary Education program that will be a blend of current programs at both institutions, pending further curriculum development and review:

The program will have concentrations in biology education, chemistry education, mathematics education, physics education, English education, history education, and broad field science education, with each concentration including upper division coursework in the content area. The newly developed program will benefit from the strengths of both the Armstrong State and Georgia Southern Secondary Education programs to provide an enhanced learning experience for teacher candidates.

8. Recommends adopting a MAT in Secondary Education program that will be a blend of current programs at both institutions, pending further curriculum development and review:

The newly developed program will benefit from the strengths of both the Armstrong State and Georgia Southern Secondary Education programs to provide an enhanced learning experience for teacher candidates.

9. Recommends that the GaSOU M.Ed. Curriculum and Instruction program be retained, with modification to the curriculum pending further curriculum development and review:

The subgroup's recommendation is based on the fact that resources at both institutions are dependent on enrollment, student credit hour production, and graduation rates. The GaSOU program has significantly higher enrollment, student credit hour production, and graduation rates than the ASU program. Additionally, the M.Ed. in Curriculum and Instruction is offered at GaSOU through a long-standing USG collaborative agreement with VSU and CSU. GaSOU's withdrawal from this collaboration as part of a consolidation would negatively impact the existing agreements within the State of Georgia.

10. Recommends that the GaSOU Curriculum and Instruction conversion mechanism be retained. And, that the ASU Curriculum and Instruction conversion mechanism be discontinued starting in the fall of 2017:

The subgroup's recommendation regarding the conversion mechanism is based on the recommendation that the USG collaborative M.Ed. Curriculum and Instruction program that GaSOU is a part of be retained. Because the conversion mechanism in the collaborative program is intentionally consistent across VSU, CSU and GaSOU (the

partners in the USG collaborative program), we recommend that GaSOU's conversion mechanism also be retained.

11. Recommends that the proposed M.Ed. in Reading Education program will include coursework and field experiences from a combination of the Armstrong State and Georgia Southern offerings, pending further curriculum development and review:

The newly developed program will benefit from the strengths of both the Armstrong State and Georgia Southern Reading Education programs to provide an enhanced learning experience for teacher candidates.

12. Recommends retaining Georgia Southern University's (GSU) Course Numbers, Names, and Sequence for the Educational Leadership Teacher Leader Endorsement (TLE):

Teacher Leader Endorsement programs and courses offered by ASU and GSU are aligned. Current GSU course numbers, titles and sequence will remain for consistency, and embedded in the Master's degree program in Educational Leadership at GSU. Syllabi will be incrementally merged to represent components of both programs in order to strengthen the student learning outcomes as assessed through key assessments. Overall, the merging of the two TLEs will strengthen the quality of the program and increase enrollment; thus, the TLE is a positive outcome of the consolidation as agreed by GSU and ASU.

13. Recommends using GSU's admissions criteria for entry into the Teacher Leader Endorsement:

The use of GSU's admissions criteria was agreed upon since the majority of the students will be recruited through GSU's master's program and/or the Certification-Only pathway.

14. Recommends that the COE will offer the three Area F courses, EDUC 2110, 2120, and 2130, including all state-required objectives within each course:

These are state-level developed courses, including their corresponding objectives that both institutions have been offering per the state of Georgia requirement for undergraduate teacher certification programs.

15. Recommends that the COE will provide one scheduled field experience, EDUC 2090, to include competencies of all three Area F courses, EDUC 2110, EDUC 2120, and EDUC 2130, within its requirements:

Field experience hours that are linked to each of the three respective sets of course competencies from EDUC 2110, 2120, and 2130 are required by the state of Georgia.

16. Recommends that the COE will offer the three Area F courses, EDUC 2110, 2120, and 2130, and simultaneous practicum hours of EDUC 2090, concurrently and blocked. Flexibility in pre-professional block experiences may be considered:

Offering the three courses in the same semester with the field experience (simultaneous) in a blocked fashion permits arrangement of needed time frames for the field experience, including travel time, to help meet student and school needs. This supports efficient scheduling and consistent expectations by students and by schools.

17. Recommends that the COE will utilize faculty member Pre-Professional Block (PPB) Coordinators on each campus, with equitable budgeted time to support the work of administering the practicum and the three Area F courses:

The pre-professional block requires planning, communication, troubleshooting, and working directly with students, university faculty, university staff, school staff, clinical supervisors, clinical associates, and others. Experienced faculty members with considerable understanding of university and school environments along with strong collaboration abilities, are best suited to the role. The geographic distance between the campuses necessitates coordination.

18. Recommends that the COE will adopt the general Pre-Professional Block (PPB) structure, which will necessitate support for training and transition for Savannah- and Hinesville-based faculty and staff relative to advisement and other changes:

The need to provide support resources, including personnel time, travel support, information, training, and administrative approval, etc., stems from the degree of change that this pre-professional block approach represents for the faculty and staff in Savannah and Hinesville. This support will help ensure that students in Savannah and Hinesville are not placed at any disadvantage as they pursue their education and meet certification requirements.

19. Recommends adopting the Georgia Southern model of college-centralized advisement for both undergraduate and graduate students:

A centralized model for advisement of undergraduate and graduate students is needed to ensure appropriate student advisement and to support retention, progression, and graduation (RPG) for all students. The Georgia Southern Student Success Center (SSC) for undergraduates and Graduate Academic Support Center (GASC) for graduate students has proven to be effective units for supporting RPG.

20. Recommends developing common key assessments for planning, instruction, and dispositions across all initial teacher preparation programs:

The Council for the Accreditation of Educator Preparation (CAEP) requires common key assessments for planning, instruction, and dispositions that are used by all initial teacher preparation programs.

21. Recommends using the GaPSC Pre-Service Certificate Application as the application for admission to the Teacher Education Program (TEP). The teacher candidate will be considered formally admitted to TEP upon receipt of the Pre-Service Certificate:

The Georgia Professional Standards Commission (GaPSC) requires all teacher candidates admitted to a teacher education program to hold a Pre-Service Certificate. The application process includes a check of all admission criteria and a personal background check. There is no need for an additional institutional admission process to the teacher education program.

22. Recommends that directors of field and clinical experiences at Armstrong and Georgia Southern will oversee revision of evaluation forms and processes for evaluating university and P-12 supervisors of field and clinical experiences during 2017 – 2018 with involvement of program faculty:

Both Armstrong and Georgia Southern have similar evaluation forms and processes for evaluating university and P-12 supervisors of field and clinical experiences. The directors of field and clinical experiences at each institution will collaborate with program faculty to develop common documents and processes that will be used beginning fall 2018.

23. Recommends using the Georgia Southern model for interventions in field and clinical experiences:

Armstrong and Georgia Southern have different intervention processes for field and clinical experiences. The subgroup decided the Georgia Southern model would be the most efficient and effective.

24. Recommends directors of field and clinical experiences at each institution work during the 2017–2018 year to develop common policies and processes for field and clinical experience placements:

Armstrong and Georgia Southern have similar processes and policies for field and clinical experience placements. The directors of field and clinical experiences at each institution can collaborate during 2017 – 2018 year to make the needed modifications to develop common processes and policies with input from program faculty.

25. Recommends that directors of field and clinical experience from each institution will engage in discussions with program representatives during AY2018 to finalize policies and expectations for university and P-12 supervisors:

Armstrong and Georgia Southern have minor differences in the expectations for university and P-12 supervisors of field and clinical experiences. The directors of field and clinical experiences at each institution will collaborate with program faculty during AY 2018 to develop common expectations and policies that will be used beginning fall 2018.

26. Recommends that discussions to develop a common tracking system for field and clinical experience placements convene during 2017–2018 after decisions about Banner and the COE electronic data management system have been made:

Armstrong and Georgia Southern use different systems for tracking field and clinical experience placements. Armstrong uses Live Text, their electronic data management system. Georgia Southern uses Banner. Until we know more about how Banner will function under the consolidation and the university support of an electronic data management system, this subgroup is unable to make a recommendation. Thus, we are recommending that these discussions take place during 2017 – 2018.

27. Recommends that the Georgia Southern Clinical CAMP model be adopted as an annual P-12 mentor teacher-training activity and recommend the development of electronic training modules for those unable to attend Clinical CAMP:

CAEP and GaPSC require education preparation programs to provide training for mentors supervising teacher candidates. In order to supervise a teacher candidate, the mentor must have received training from the institution. Georgia Southern has used Clinical CAMP, a full-day workshop held each June, to provide this training. The OWG recommends this as a viable, effective way to train mentor teachers. Since not all mentor teachers are able to attend the workshop, we also recommend that electronic training modules be developed to provide another venue for training mentor teachers.

28. Recommends using the term Clinical Supervisors to refer to P-12 mentors. This term reflects the broad range of programs requiring field and clinical supervision:

The term “Clinical Supervisor” is inclusive of the various programs and fields represented in the consolidated Georgia Southern University. This will replace the term “Cooperating Teacher” used at Armstrong.

29. Recommends that an individual at each campus be assigned the responsibility of edTPA coordinator to support programs/faculty and candidates with edTPA processes:

To ensure continued support for candidates and faculty with edTPA on each campus, an edTPA coordinator is needed at each campus.

30. Recommends that the edTPA coordinators at each campus collaborate with program faculty during 2017/2018 to consolidate processes, policies, documents, and forms for edTPA that will be used in 2018/2019:

Since program involvement is needed to consolidate edTPA processes, the individuals assigned the responsibility of edTPA coordinator at each institution can collaborate with program faculty during 2017 – 2018 to develop common policies, documents and forms that will be used beginning fall 2018.

31. Recommends granting eligibility for GACE ethics immediately after admission to the teacher ed program. The certification officer(s) will grant GACE content eligibility according to program decisions. edTPA eligibility will be granted prior to the beginning of student teaching:

The eligibility requirements for granting approval for candidates to take GACE content, GACE ethics, and edTPA are similar at each institution. The minor differences were resolved with the recommendation above.

32. Recommends that both International Study Opportunities (ISO) currently established at each institution continue and students from both campuses will be able to apply to participate in each ISO:

Both institutions have established international study opportunities that include partnerships with schools and universities in the host country. These opportunities will allow additional teacher candidates to participate in an international field experience and provide an additional option for candidates.

33. Recommends that the certification officers at each institution collaborate during 2017–2018 to develop common Pre-Service certification processes to be used beginning fall 2018:

Teacher candidates are required by the GaPSC to obtain a Pre-Service certificate at admission to a teacher education program. The processes for applying for this certificate are similar at each institution. However, these processes may be impacted by consolidation decisions related to program curriculum, candidate advisement, and Banner updates. Once those decisions are in place, the certification officers at each institution can collaborate during 2017 – 2018 to develop common Pre-Service certification processes to be used beginning fall 2018.

34. Recommends that staff members are located on each campus to support and facilitate field and clinical experiences, candidate advising, and certification processes:

In order to serve and support candidates, all educator preparation programs, and faculty on each campus and regional P-12 partners, staff are needed on each campus to support and facilitate field and clinical experiences, candidate advising, and certification processes.

OWG 5-2: Faculty Welfare:
(reviewed & supported by Jean Bartels and Robert Smith):

1. Recommends that the statement* (see below) on faculty workload be adopted as the policy of the new Georgia Southern University and be included as the sole statement on faculty workload in the faculty handbook:**

This working group believes that, as one university, the new Georgia Southern University must have one policy on faculty workload for all faculty. Adjustments, however, may be made at the department and dean level, regardless of geographical location. This statement is a merging of the present policies of both universities.

*****Statement on Workload**

The duties of the faculty are determined by the university. It is recognized that the average faculty member's duties are complex and entail far more than strictly classroom and laboratory activities. The standard teaching load for full-time tenure-track faculty is 12 credit hours per semester. The standard teaching load for full-time Lecturers is 15 credit hours per semesters. In those teaching assignments in which contact hours differ considerably from credit hours (e.g.: clinical supervision and laboratory courses) equivalencies between contact hours and semester hour credits will be determined in the workload policies of the appropriate college. Adjustments to the standard teaching load may be made with the recommendation of the chair and the approval of the dean.

2. Recommends that the definition of “Faculty” * (see below) based on the Georgia Southern and Armstrong statements with reference given to the Board of Regents Statement. In addition, the specific responsibilities of the Corps of Instruction are described:**

We simply retain the definition of “Faculty” previously described. The actual recommended statement follows.

*****Reference: Faculty Handbooks: ARM 101.2.4 and GS 104.4**

The university faculty consists of the President, the Provost/Vice President for Academic Affairs, Vice Presidents, Academic Deans, Associate/Assistant Deans, the Director of the Library/Chief Librarian, the Director of Admissions, the Registrar, and the Corps of Instruction. The Corps of Instruction for each undergraduate college consists of the professors, associate professors, assistant professors, clinical professors, clinical associate professors, clinical assistant professors, instructors, senior lecturers, lecturers, and limited-term faculty. The members of the graduate faculty are appointed by the President on recommendation of the Provost, the Dean of Graduate Studies, and the Graduate Committee.

http://www.usg.edu/policymanual/section3/C337/#p3.2.1_faculty_membership

It is the responsibility of the Corps of Instruction in each college to establish entrance requirements, define courses of study, establish requirements for degrees offered in the college, provide mentorship to the students in the college, and adopt regulations to govern its own procedures for the orderly and efficient administration of the college. The Corps of Instruction is responsible for regulations affecting academic activities, the general educational policy of the University, the welfare of the faculty, and related matters that maintain and promote the best interest of the faculty and of the University. The representative and legislative agency for these activities is the Faculty Senate (Statutes, Article IV).

3. Recommends the consolidation of sections 202, 203, and 203.01 into one statement

***** (see below):**

We have incorporated concepts and ideas from the named sections and attempted to provide updated language for a more succinct statement.

*****Teacher-Scholar**

All faculty as defined in Georgia Southern University's Faculty Handbook are appointed for their expertise in their fields, although some work in largely or mostly administrative functions. This section is concerned with the teaching and research duties of the portion of the faculty who constitute the Corps of Instruction.

The right to teach for the Members of the Corps of Instruction rests upon mastery of their subject and on remaining abreast of developments in their fields.

Academic freedom entitles the Corps of Instruction to organize and present subject matter in such ways as to benefit their students, subject to guidelines as reflected in the department, college, and other faculty policies. Faculty are obliged to require a quantity and quality of work from their students commensurate with the designated course credit. They also have the right to pursue any research or artistic endeavor they deem to have value for their field, subject to appropriate safeguards and (where required) to practices established by the University's Institutional Review Board. Because open access to knowledge is one of the foundations of a university, at an appropriate time the results of university research should be made available to the public for appraisal and use.

In classrooms, labs, and other teaching settings, the Corps of Instruction is obligated to present the subject matter of their courses, and they should rarely inject irrelevant material. They should allow their students the freedom of inquiry that they demand for themselves, should make them aware of viewpoints differing from their own, should carefully distinguish between fact and opinion, and should never require agreement on debatable matters. They should encourage their students to develop the capacity for critical thinking and to apply that process in and out of the classroom. They have an obligation to respect the rights of students.

The Corps of Instruction has a duty to provide prompt evaluation of the work of each student, based solely upon academic performance professionally judged and not upon such irrelevant matters as personality, sex, race, religion, degree of political activism, or personal beliefs.

Further, the arbitrary assignment of a fixed percentage of students to each grade level is an unacceptable practice

OWG 5-3: Faculty Processes/Resources:
(reviewed & supported by Jean Bartels and Robert Smith):

Recommends that faculty searches will be administered through the Provost's Office utilizing the current Georgia Southern University faculty search procedures/processes:

The faculty hiring processes are quite similar at the two institutions with the exception that Armstrong State University administers faculty searches through Human Resources using People-Admin. Georgia Southern University administers faculty searches electronically through the Provost's Office using email. The committee reached consensus that faculty searches would be administered through the Provost's Office using the current Georgia Southern procedures until such time as the System Office provides a web-based search/hiring option.

OWG 6-1: Advising and Mentoring:
(reviewed & supported by Diane Cone and Becky daCruz):

1. Recommends that the consolidated Georgia Southern University implement a model of academic advisement that focuses on identifying and meeting individual student needs on all three campuses:

The academic advisement structure will capitalize on the decentralized structure of Georgia Southern and the hybrid model of Armstrong to ensure the needs of all students are met. Consolidation will challenge advisement in several new ways, including transition between campuses, differing student populations, and location of programs. Future changes in the academic advisement structure will be data-driven based on these issues as well as campus growth and the ability to hire additional advisors.

2. Recommends that the consolidated Georgia Southern University implement formal faculty-student mentoring programs within each academic unit to effectively support students in their discipline:

With the expansion of professional academic advising, faculty will have the opportunity to build relationships with students focusing on major opportunities, career paths, industry best practices, research, and graduate study. All academic units should be given the flexibility to build faculty mentoring programs to meet the specific needs of their students. Programs should be coordinated and assessed by Academic Affairs.

3. Recommends that the consolidated Georgia Southern University implement comprehensive professional academic advising from matriculation to graduation:

Currently Georgia Southern relies exclusively on professional academic advisors. Armstrong relies on professional academic advisors for only the first 45 credit hours. Given the needs of students; advising best practices; and the complexity of an evolving curriculum, academic

policies and procedures; professional academic advisors are best positioned to support student success.

4. Recommends that the consolidated Georgia Southern University implement a tiered organizational structure for academic advising:

Armstrong State University has a tiered organizational academic advising structure that creates a career path for academic advisors. Georgia Southern does not currently have a tiered structure. A tiered organizational structure will allow professional academic advisors to invest in their profession and provide students with the best service possible. A tiered structure will also provide a career path for academic advisors at the new institution, which will help with retaining quality academic advisors, resulting in a rich and consistent learning environment for students.

5. Recommends that the consolidated Georgia Southern University participate in the Educational Advisory Board's Student Success Collaborative (EAB-SSC):

Armstrong State University currently participates in the EAB-SSC and has found this collaborative beneficial in improving student retention. Georgia Southern currently utilizes GradesFirst (a portion of EAB-SSC) and has been evaluating EAB-SSC for the last two years. We believe EAB-SSC can provide enhanced predictive analytics and essential tools to assist collaborative work between units on multiple campuses focused on student success.

**OWG 6-2: Tutoring and Testing:
(reviewed & supported by Diane Cone and Becky daCruz):**

1. Recommends developing a testing fee structure for all campuses to ensure testing services continue to be provided, at a minimum, as cost neutral for each respective location:

Testing services are needed, in some capacity, at all three locations. The Armstrong and Statesboro main campus are the primary testing locations because of the facilities they have, while the Liberty campus provides limited testing due to space constraints. Each location incurs costs specific to their location and is receipts-funded, thus testing fees must allow each location to cover their expenses in order to remain open.

2. Recommends developing a plan to maintain the current access and quality of tutoring services on all three campuses and to expand tutoring support for future anticipated needs of students:

Tutoring services are needed on all three campuses. The consolidation is an opportunity to increase the access and quality of tutoring support provided for students based on current and future needs that emerge.

OWG 6-4: Honors Programs and Undergraduate Research:
(reviewed & supported by Diane Cone and Becky daCruz):

- 1. Recommends that the consolidated Georgia Southern University, through a unit in the division of Academic Affairs, will provide Undergraduate Research opportunities to all students seeking Associate's and Bachelor's degrees and collects assessment data:**

A unified Undergraduate Research unit will facilitate and promote research opportunities for undergraduate students. Enhancing high-impact opportunities supports our mission of creating a "student-centered culture of engagement" and promotes higher retention and graduation rates.

- 2. Recommends that Undergraduate Research services, access, and symposia will be provided to students on all campus locations. A unit, working on each campus, will work collaboratively with administrators, faculty, and students to encourage participation in, and promote faculty mentoring for, student's research and creative endeavors, including applying for research grants and research assistantships. Equitable structures and award systems will be established on all campuses to facilitate faculty support for Undergraduate Research:**

Because undergraduate programs will be distributed across all campus locations, it is critical to offer and support undergraduate research opportunities in all locations.

OWG 8-2: Financial Aid:
(reviewed & supported by Teresa Thompson and Georj Lewis):

- 1. Recommends that we use the Satisfactory Academic Progress Policy used by GASOU in the new university:**

The GASOU policy has been vetted by the Department of Education for compliance and it keeps standards for students in line with requirements needed for them to meet graduation GPA and completion requirements in a timely manner. This policy requires students to maintain a 2.0 GPA(2.5 for Education), earn passing grades in at least 67% of courses attempted, and complete their degree within 150% of the published timeframe of the student's program of study.

- 2. Recommends that given the A + B = A model for BANNER that the financial aid office will use the processes that GASOU has for loading ISIR records and assigning students to tracking, budgeting, and awarding groups:**

GASOU, in conjunction with USG, had an Ellucian consultant help us reconfigure these processes to be more automated and have the most up-to-date set-ups just this last year. Cost of attendance budgets adjust as required by federal regulations without manual intervention. This is still a manual process at ARM. We feel that the GASOU processes reduce the need for manual intervention and lessen the likelihood of human errors.

- 3. Recommends that we have a comprehensive communication plan for announcing to the ARM students that they complete the 2018-19 FAFSA by putting both federal OPE ID numbers in the section of the FAFSA that designates schools to receive their information:**

Since the FAFSA becomes available for 2018-19 on October 1, 2017, we are recommending that first communications notifying ARM students to file using both GASOU and ARM OPE ID

numbers, begin going out on September 1, 2017 and continue through mid-October and beyond. Letters, emails, postcards, yard signs, table tents, campus newspaper, campus tv, and campus announcements would all be used in this effort.

4. Recommends that GASOU retain the current OPE ID number designated by the Department of Education as 00157200 and that the campuses of ARM and Hinesville be designated as additional locations on our Program Participation Agreement (PPA) with the Department of Education:

Since the new university will retain the name of Georgia Southern University and ARM and Hinesville (Liberty Campus) will now be a part of that university, we will need to request with the Department of Education that the current ARM OPE ID number be discontinued and that these campuses should be added to the agreement that GASOU has with the Department of Education (PPA). This would be done so that we may offer financial aid to the students on all campuses under the federal OPE ID 00157200.

[OWG 11-2: Research Foundation:](#)
[\(reviewed & supported by Rob Whitaker and Christopher Corrigan\):](#)

Recommends adopting the current policies and procedures from the existing Georgia Southern University Research and Service Foundation, Inc.:

The current policies and procedures of the existing Georgia Southern University Research and Service Foundation, Inc. will become the policies and procedures of the Georgia Southern University Research and Service Foundation, Inc. after consolidation.

[OWG 16-7: Multicultural Affairs and Diversity Programs:](#)
[\(reviewed & supported by Teresa Thompson and Georj Lewis\):](#)

Recommends providing multicultural and diversity education, programs and services to all GS students:

Multicultural services will be provided through mentorship, cultural celebrations, individualized services, advocacy, academic support, active and passive programming, conferences, and community engagement. Active services will be on Statesboro and Armstrong campuses with an extension of services to students at Liberty, Coastal Georgia and distance education students.

[OWG 16-8: Military and Veteran Services:](#)
[\(reviewed & supported by Teresa Thompson and Georj Lewis\):](#)

1. Recommends that GA Southern University become an Institution of Higher Learning approved for participation in the Air Force General Education Mobile (GEM) program:

The GEM program allows Universities to collaborate with the Air Force by offering courses used to satisfy general education requirements for an Associate in Applied Science degree at the Community College of the Air Force (CCAF). Airmen use the DOD Tuition Assistance program to pay for courses required to complete their degrees. ARM is currently a GEM school, enrolling a number of Airmen each year. GEM students often continue their education after meeting the

core requirements in pursuit of a Bachelors degree. The GEM program brings us closer to the military community, increasing enrollment of military-affiliated students.

2. Recommends that Georgia Southern University participate in the United States Army Recruiting Command's Concurrent Admissions Program (ConAP).

The Concurrent Admissions Program is a partnership between the Army Recruiting Command and participating Institutions of Higher Learning to mutually advance the goal of obtaining a postsecondary education for Future Soldiers. The primary goal of the partnership is to increase the number of active duty Soldiers, Reservists and veterans enrolled in college, and increase the use of G.I. Bill benefits. Both Universities currently participate in the program, which provides opportunities to recruit prospective students from around the country.

3. Recommends that GA Southern University maintains separate VA facility codes for the Statesboro and Armstrong campuses to process all VA education benefits:

Students using the Post-9/11 G.I. Bill are paid a monthly housing allowance based on a facility code used at the location of the campus where the education benefit is processed. If only one facility code is used for the new University, and it is based at the Statesboro campus, students at the Armstrong Campus will lose \$288/mo, which will significantly impact the enrollment and retention of students using G.I. Bill benefits. The VA has also recommended that the University use separate facility codes for each campus, calling it a best practice.

4. Recommends consolidating all military/veteran related educational and student support resources under a centralized administrative structure to facilitate unity of effort and a holistic approach while maintaining the full range of services required to address the unique needs at each campus:

Consolidation will create a University with the largest military-affiliated student population in the USG. The combined recruiting efforts, broader range of academic choices, and multiple campuses in close proximity to the largest military installation east of the Mississippi have the potential to significantly increase military-affiliated student enrollment. Combining services and resources will allow a holistic approach to ensuring military-affiliated student enrollment growth and academic success. This consolidated approach will create a single-point advocate, working directly with military-affiliated students and liaising across the University to assist in all phases of the educational experience, from recruitment to career placement following graduation.

5. Recommends that GA Southern University becomes an Institution of Higher Learning approved for military spouses to use My Career Advancement Account (MyCAA) Scholarship awards from the Department of Defense Spouse Education and Career Opportunities (SECO) Program:

The My Career Advancement Account (MyCAA) Scholarship Program is a workforce development program that provides financial aid to military spouses who are pursuing a license, certification or Associate's degree necessary to gain employment in high-demand, high-growth portable career fields and occupations. ARM is MyCAA approved, enrolling 35+ spouses per year using the scholarship. ARM also has privately funded scholarships for all military spouses that have exhausted their MyCAA benefits, ensuring they complete their degree programs.

6. Recommends that GA Southern University maintains School Certifying Officials (SCO) at both the Statesboro and Armstrong campuses to process all DOD and VA education benefits, and add a School Certifying Official to the Liberty Center staff in Hinesville as military enrollment continues to grow:

SCOs are assigned to complete paperwork necessary to certify enrollment and changes in enrollment for students using VA education benefits. ARM and GASOU processed nearly 2,000 unduplicated certifications in FY 16. ARM completed 1,027 unduplicated certifications, putting the SCO in direct contact with more than 1,000 beneficiaries in Savannah. SCOs are needed at both campuses to provide personal customer service to students using VA education benefits. A lack of personal interaction will negatively impact enrollment and retention. A SCO will also be needed at the Liberty Center as military enrollment grows.

7. Recommends that GA Southern University participate in the Department of Veterans Affairs Post-9/11 GI Bill Yellow Ribbon Program:

Institutions of higher learning participating in the Post-9/11 GI Bill Yellow Ribbon Program agree to make additional funds available for students when costs exceed amounts approved by the VA. USG participants use the program for those attending a public school as a nonresident student. Institutions voluntarily enter into a Yellow Ribbon Agreement with VA and choose the amount of tuition and fees that will be contributed. VA matches that amount and issues payments directly to the institution. ARM's current agreement allows up to four students to receive \$500 per year.

8. Recommends continuing to have the Military and Veteran Student Center (MVSC) at the Georgia Southern University – Statesboro campus and the Military Resource Center (MRC) at the Georgia Southern University – Armstrong campus:

Having the Military and Veteran Student Center (MVSC) at the Georgia Southern University – Statesboro campus and the Military Resource Center (MRC) at the Georgia Southern University – Armstrong campus will greatly facilitate the support and assistance provided to our Military, Veterans, and their family members. The MVSC and MRC serve as the hubs of assistance and support for our Military-Connected Students. Having these facilities at both locations is critical to the connection and delivery of services that is fundamental to the success of our students.

9. Recommends that the Priority Registration policy, for students using GI Bill benefits, currently used at Georgia Southern University be adopted and implemented for all campuses:

Students using GI Bill benefits and those who have used GI Bill benefits within the last two semesters currently receive Priority Registration at Georgia Southern University. This Priority Registration assists these students in getting the right classes, at the right time, and in the right sequence to stay on line to graduate in their allotted 36 months of GI Bill benefits. This policy has been incredibly well received by our students using GI Bill benefits and we believe it will have a significant long-term positive impact on student retention, success and graduation rates.

10. Recommends continuing to have a chapter of the Student Veterans of America at both the Georgia Southern University – Statesboro campus and the Georgia Southern University – Armstrong campus:

Both of these chapters of the Student Veterans of America are very active and successful. Continuing to have both will greatly enhance and facilitate student's opportunities to participate

in meetings, group activities, and community service/outreach. Open dialogue and cooperation will be encouraged between these two chapters, as part of the new Georgia Southern University, and opportunities for joint programs/projects once or twice a year will be sought.

OWG 16-9: TRiO Programs:
(reviewed & supported by Teresa Thompson and Georj Lewis):

1. Recommends that a student be eligible to apply only to the TRiO program at the campus in which he/she is enrolled:

Per Federal guidelines and regulations students may participate in more than one TRiO program but there can be no duplication of services for the program participants. This will ensure compliance with federal laws and regulations.

2. Recommends the development of a strategy to ensure compliance in preparation for a possible site visit and/or audit by the Department of Education:

Having a strategy minimizes the risk of noncompliance with federal legislation, regulations and law as it relates to TRiO programs.

OWG 22-2: Division of Responsibilities:
(reviewed & supported by Maura Copeland and Lee Davis):

Recommends adopting (the pre-consolidation) Georgia Southern University's MOU policies: (1) Procedures for Drafting and Vetting Memorandum of Understanding for Joint Curricular Ventures with Regionally-Accredited Institution (Including Consortial or Franchise Degree Programs) and (2) Procedures for Drafting and Vetting Memorandum of Understanding (MOU) for International Contractual Agreements (attached) for the new consolidated institution.

Georgia Southern's current policies were developed to align with SACSCOC guidelines and meet all accreditation requirements related to academic MOUs.

OWG 26: Library:
(reviewed & supported by Bede Mitchell and Doug Frazier):

1. Recommends that the library operations and staff be merged as described in the Library and Learning Resources section of the SACSCOC prospectus:

The prospectus represents the consensus of the two libraries on the merging of library operations and personnel.

2. Recommends that the libraries consolidate their integrated library systems:

Having a single integrated library system will make all of the resources of the libraries available equally to all Georgia Southern students, faculty, and staff.

3. Recommends that the new Georgia Southern University allow Armstrong's librarians to retain their current faculty ranks and be given a one-time irrevocable choice of a tenure-track or non-tenure track position. Decisions will be made in preparation for the 2019 contract year:

Librarians at Georgia Southern have faculty rank, and most are tenured or in tenure-track positions. At Armstrong, librarians have faculty rank but are not eligible for tenure and cannot be promoted above Assistant Professor. Prior to making a decision, Armstrong librarians will be provided with relevant information regarding the tenure process, levels of available support, and implications for current work, roles, and position description. This recommendation is modeled on the way the University of North Georgia Libraries resolved a similar challenge during their consolidation.

4. Recommends that the revised Library and Learning Resources Section of the SACSCOC prospectus be accepted as submitted to the Universities' SACSCOC prospectus coordinators:

Administrators, librarians, and staff from both libraries have made extensive plans to create a joint mission, goals, unified policies, joint budget, unified organizational structure, joint website, and combined virtual and physical collections accessible through a single integrated library system.

5. Recommends that policies will be reconciled throughout the implementation process, with priority placed on policies affecting students. Policy reconciliation will be completed by July 1, 2018:

One set of policies will help provide consistency of services to all constituents regardless of their primary campus.

6. Recommends that the position descriptions for classified personnel submitted to Human Resources be accepted:

The Armstrong Lane Library classified position descriptions have been submitted to the Georgia Southern Human Resources Department to be reviewed and assigned the appropriate GS pay grade.

7. Recommends that the librarians send their respective IT departments identical lists of resources and services that require IT and Library cooperation and information sharing. The librarians will ask to be informed by relevant IT OWGs of developments as consolidation progresses:

The services of modern academic libraries necessarily involve cooperation with IT services. Specific areas of concern include networking (IP ranges on each campus, subnets, Wi-Fi services, proxying services, means of authenticating users on each campus), software (site licenses, installation of software on library workstations, virtual systems), hardware, availability of support, and public printing. IT departments make

decisions that affect library services, so students benefit when the IT personnel understand, and are responsive to, the specialized needs of libraries.

8. Recommends that there be a Libraries home page that clearly delineates the existence of two facilities (Henderson and Lane), provides the service hours and locations of each library, and at a minimum includes links so patrons may obtain policies, events, and contact information:

The Georgia Southern Libraries home page will focus on information pertaining to both libraries, with clear directions on where to go for information about a particular library. All the library web pages will conform to the Georgia Southern policy on colors, brands, and updates.

9. Recommends that licenses be negotiated to allow access to both libraries' resources by July 1, 2018:

All Georgia Southern students, faculty, and staff deserve equal access to all resources to support student success and faculty and staff research.

10. Recommends that the following be the New Georgia Southern University Libraries Mission Statement:

The Georgia Southern University Libraries support Georgia Southern University's mission by providing access to information, collections, and services designed to meet the scholarly needs of the University and its diverse community. The Libraries advance independent lifelong learning, information literacy, intellectual and creative discovery, and student success. We foster a welcoming and innovative learning environment, both physically and virtually, for research, collaboration, and preservation of resources.

11. Recommends that the following be accepted:

**Georgia Southern University Libraries
Aspirational Goals**

- A. Students, faculty and staff will have ready access to the information resources and library services they need regardless of point of access.**
- B. Library personnel will support the teaching, learning, and scholarship of students, faculty and staff through library outreach activities providing responsive and user-centered services.**
- C. Students will acquire information literacy proficiency and knowledge in support of academic success and lifelong learning.**
- D. The libraries will provide space and infrastructure conducive to group and individual study, and to the use of physical and digital information resources.**

E. Patrons will receive timely, accurate, courteous, and impartial service from all library personnel.

F. The collections, resources, and services of the Georgia Southern University Libraries exist primarily to serve current Georgia Southern faculty, students, and staff. Other individuals are welcome to visit the Libraries and will be eligible for clearly defined levels of service and access:

The Georgia Southern University Libraries will exercise thoughtful and deliberate stewardship of all resources in pursuit of these goals